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Letter dated 11 July 2016 from the Permanent Representative of the Republic of Korea to the United Nations addressed to the President of the General Assembly

I have the honour to refer to the Gyeongju Action Plan, adopted at the sixty-sixth annual Department of Public Information Non-Governmental Organizations Conference on the theme "Education for global citizenship: achieving the sustainable development goals together", held in Gyeongju, Republic of Korea, from 30 May to 1 June 2016 (see annex).

The Republic of Korea was privileged to host this important meeting of the international community of non-governmental organizations as a contribution to promoting civil society participation in the successful implementation of the 2030 Sustainable Development Goals.

I should be grateful if you would have the present letter and its annex circulated as a document of the General Assembly, under agenda item 20, Sustainable development.

(*Signed*) **Oh** Joon
Permanent Representative

16-11894 (E) 190716

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Annex to the letter dated 11 July 2016 from the Permanent Representative of the Republic of Korea to the United Nations addressed to the President of the General Assembly

Action plan adopted at the sixty-sixth annual Department of Public Information/Non-Governmental Organizations Conference

Gyeongju Action Plan

Education for Global Citizenship: Achieving the Sustainable Development Goals Together

We, the NGO participants of the 66th United Nations DPI/NGO Conference, adopt this Action Plan so that all may realize the aspirations of the 2030 Global Agenda for Sustainable Development. Education is a human right, essential to well-being and dignity, and is key to achieving Agenda 2030. Further, an ethos of global citizenship is required in order to fulfil this bold, people-cantered, universal, and planet-sensitive development framework.

In order to achieve Agenda 2030, we affirm:

- The importance of Sustainable Development Goal 4: "Ensure inclusive and equitable quality education and promote lifelong opportunities for all."[1]
- "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship ..."[2]
- In the spirit of global citizenship, in which our primary identity is that of human beings, *all* people, regardless of circumstances, "should have access to life-long learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities and to participate fully in society."[3]
- The importance of universal inclusion, acknowledging that the absence of a particular group or identity in text can lead to the exclusion of that group or identity in policy. We have made a conscious decision not to highlight any particular group or identity to ensure full inclusion and equal treatment of *all* people — especially those in positions of specific vulnerability and marginalization. It is unacceptable that diverse group memberships and identities have been used to deny the right to learn or otherwise marginalize individuals. In education, as in all things, the basis of non-discrimination is, and ought to be, our common humanity.
- In addition to literacy and numeracy, education must advance the cause of global citizenship which:
    - o promotes integrated development of the whole person emotionally, ethically, intellectually, physically, socially, and spiritually; imbued with an understanding of our roles, rights and responsibilities for the common

[1] UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development*, 21 October 2015, A/70/L.1.
[2] UN General Assembly, *Universal Declaration of Human Rights*. Art. 26, 1948.
[3] UN General Assembly, *Transforming our world*, Para. 25.

good in service to humanity and the advancement of a culture of peace, non-violence, freedom, justice, and equality;

- inculcates a sense of care for the earth, reverence for the interdependent kinship of all life, and stewardship of all ecological systems for future generations;
- strengthens the societal relationships among individuals, institutions, communities, states, humanity, and the planet;
- "empowers learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world";[4]
- nurtures a sense of solidarity and empathy in order to end poverty, protect the planet, ensure human rights, and foster prosperous and fulfilling lives for all.

- The pivotal role that arts, engineering, the humanities, mathematics, natural and social sciences, and technology must play to catalyse innovation and fulfil the 2030 Agenda. We further affirm the value of interdisciplinary education as a driver for creative expression and innovation.
- Education for global citizenship is an essential strategy to address global challenges as well as to promote gender equality, facilitate the eradication of poverty and hunger, build skills, eliminate corruption, and prevent violence, including violent extremism. It promotes truly sustainable production and consumption, mitigating climate change and its effects, protecting our waters and biodiversity, and preserving indigenous knowledge.
- The importance of the inclusion and participation of young people in decisions that affect their learning processes since educational systems have a profound, distinct, and lasting impact on them.[5]
- Local knowledge and best practices should be incorporated into practical educational strategies for resilient communities and sustainable agriculture. Particular targeted efforts should be made to include and empower rural people living in poverty, women, and disadvantaged groups through education. Community-based organizations must be given authentic power and capacity to prioritize needs, select projects, manage funds, and take action.
- This gathering builds on previous foundational initiatives including, but not limited to, the 2013 UNESCO Forum on Global Citizenship Education: Preparing Learners for the Challenge of the 21st Century; the 2014 UNESCO World Conference on Education for Sustainable Development: Learning Today for a Sustainable Future; and the 2015 World Education Forum: Transforming Lives through Education.

[4] UNESCO, *Global citizenship education: Preparing learners for the challenges of the twenty-first century*, 2014.

[5] See further, *Youth Declaration* from the 66th United Nations DPI/NGO Conference, 2016.

We commit to:

- An education based on creative and critical thinking that enables *all* people to actively contribute to political and developmental processes in a complex, interlinked, and diverse global society both within and beyond their borders.
- An education that teaches conflict resolution, a deep appreciation for diversity, ethical reasoning, gender equality, human rights and responsibilities, interdependence, multilingual and multicultural competence, social justice, sustainable development, and values.
- Utilize the pillars of formal education, informal education and training, and advocacy and public information as means to reduce inequalities that impede the achievement of the Sustainable Development Goals, most particularly Goal 4.
- Strengthen diverse civil-society-led coalitions around the world that contribute to the development of education for global citizenship.[6]
- Work with the UNESCO Clearinghouse on Global Citizenship Education, the Global Education First Initiative (GEFI) and the United Nations Academic Impact (UNAI) for the next 12 months, at which point a review of activities will take place.
- Support Member States and the United Nations in their efforts to "provid[e] inclusive and equitable quality education at all levels — early childhood, primary, secondary, tertiary, technical and vocational training."[7]
- Promote educational skills for social entrepreneurship and the sharing of appropriate information and communication technologies.
- Enhance educational understandings of "tradition" and "innovation" in a manner that preserves each culture's unique perspectives and principles and is consistent with human rights and global citizenship.
- Collaborate to formulate a comprehensive and succinct definition of global citizenship that can be used in curricula around the world.
- Harness strategies, expertise, and resources across the widest spectrum of civil society to unleash a range of educational initiatives that ensure inclusive, safe, and equitable quality education, and promote lifelong learning opportunities for *all* people.
- Work at the local level, engaging parents and community leaders, to formulate plans to incorporate education for global citizenship in educational systems.
- Strengthen intergenerational partnerships in all aspects of our work.
- Translate and disseminate this document in multiple languages and implement it in diverse cultural contexts.

We urge Member States and the United Nations to:

- Prioritize education in policy and practice.

[6] These include, but are not limited to, the Coalition for Global Citizenship 2030 based in North America, Bridge 47 based in Europe, and others.

[7] UN General Assembly, *Transforming our world*, para. 25.

- Support enactment by the United Nations for an International Day of Education that would serve as a means to promote education for global citizenship, learning for civic engagement, and literacy for grassroots empowerment.
- Provide an education that will enable *all* people to actively contribute to the political and developmental processes in a complex, interlinked and diverse society.
- Re-think current models and structures of participation in decision-making processes at all levels.
- Allocate a greater percentage of public revenues to education, particularly through the reduction of global military expenditures.
- Provide adequate resources to address all the SDGs.
- In furtherance of Agenda 2030, promote the right to access information. "Access to information and sharing and creation of knowledge contributes significantly to strengthening economic, social and cultural development, thus helping all countries to reach the internationally agreed development goals."[8]
- Adopt implementation approaches to education which respect local specificities including the political, social, cultural, and historical dimensions without discrimination.
- Increase sustainable and renewable energy to ensure *all* people's access to education, health, environmental sustainability, and planet-friendly development.
- Explore ways and means by which education for global citizenship can be integrated into curricula and the agenda for education.
- Continue the important work the United Nations is doing in this field through, for example UNESCO, as well as initiatives such as GEFI and UNAI.
- Promote experiential learning, interdisciplinary studies, online learning, and intercultural exchanges to prepare students and educators to become global citizens.
- Devise and implement effective capacity-building programs for education practitioners.
- Create the position of Secretary-General's Envoy to Civil Society to act as a liaison between the Secretary-General's Office and Civil Society.

Therefore, be it resolved,

We, the people gathered at the 66th United Nations DPI/NGO Conference, will continue to work in furtherance of the 2030 Agenda for Sustainable Development with a particular emphasis on promoting education for global citizenship.

We thank the people and the Government of the Republic of Korea, the Province of Gyeongsangbuk-do, and the City of Gyeongju for their heartfelt and warm welcome and for hosting the 66th United Nations DPI/NGO Conference and for their efforts to promote education for global citizenship and to achieve the United Nations Sustainable Development Goals.

[8] Outcome Document from the World Summit on the Information Society, 2005. Para. 10.

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General Assembly
Security Council

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General Assembly
Seventieth session
Agenda item 97
General and complete disarmament

Security Council
Seventy-first year

Letter dated 8 July 2016 from the representatives of China and the Russian Federation to the United Nations addressed to the Secretary-General

We have the honour to transmit herewith the text of the joint statement on strengthening global strategic stability between the President of the People's Republic of China and the President of the Russian Federation, signed in Beijing on 25 June 2016 by the President of the People's Republic of China, Xi Jinping, and the President of the Russian Federation, Vladimir Putin (see annex).

We should be grateful if the present letter and its annex could be circulated as a document of the General Assembly, under agenda item 97, and of the Security Council.

(*Signed*) Vitaly **Churkin**
Permanent Representative
of the Russian Federation

(*Signed*) **Wu** Haitao
Chargé d'affaires a.i.
Deputy Permanent Representative
of the People's Republic of China

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Annex to the letter dated 8 July 2016 from the representatives of China and the Russian Federation to the United Nations addressed to the Secretary-General

Original: Chinese and Russian

Joint Statement of the President of the People's Republic of China and the President of the Russian Federation on strengthening global strategic stability

We, the President of People's Republic of China and the President of the Russian Federation, attaching great importance to the maintenance of international and regional strategic balance and stability, make the following statement:

We are concerned by the current increase in negative factors affecting global strategic stability around the world. The danger of this trend is, first and foremost, that individual countries and military-political alliances seek to gain a decisive advantage in the military or military-technology fields, in order to be able, without the slightest hindrance, to serve their own interests in international affairs through the threat or use of force. Blatantly disregarding the fundamental security principle of undiminished security for all countries, they attempt to sacrifice the security of other countries in favour of their own. Such policies lead to uncontrolled growth in military power, shaking the global system of strategic stability and running counter to the concept of comprehensive and universal disarmament under effective international supervision.

Some countries and alliances, seeking to acquire military dominance, stubbornly refuse to discuss the reduction and limitation of the weapons that ensure their own decisive military advantage, which is the main cause of the undermining of global strategic balance and stability.

Developments in the field of anti-missile systems are of particular concern. The non-constructive behaviour of unilaterally developing and deploying strategic missile defence systems all over the world has a negative impact on international and regional strategic balance, stability and security, and also undermines the basis for the formulation and adoption of ways to deal with the proliferation of missiles and missile technology using multilateral political — diplomatic methods.

It is worth noting that outside forces often use conjectural pretexts for the deployment of the "Aegis Ashore" system in Europe and the Terminal High Altitude Area Defence (THAAD) system in the Asia-Pacific region, as well as the planned deployment of that system in Northeast Asia. These deployments are totally unrelated to the real challenges and threats being faced in the field of missile proliferation, are clearly inconsistent with their stated objectives, and seriously damage the national strategic security interests of countries in the region, including China and Russia. China and Russia strongly oppose them.

The "global real-time combat systems" and other long-range precision strike weapons developed by some countries could seriously undermine strategic balance and stability and trigger a new arms race.

The threats of the weaponization of outer space and the transformation of outer space into an area of military confrontation are on the rise. This trend will

undermine strategic stability, and additionally will threaten international security. In this context, the start of a negotiating process to draft a legally binding international agreement to ensure the non-weaponization of outer space, based on the Sino-Russian draft treaty on the prevention of the deployment of weapons in outer space and the threat or use of force against outer space objects (an updated draft of which was submitted to the Geneva Conference on Disarmament on 10 June 2014), is of great practical significance. Promoting an international initiative and political obligation on the no-first-deployment of weapons in outer space is also of great importance. This is consistent with the objectives of the draft treaty on the prevention of the deployment of weapons in outer space and the threat or use of force against outer space objects jointly submitted by China and Russia, and is conducive to achieving the goal of preventing the weaponization of outer space.

Arms control is an important means of strengthening international security and stability. Any measures in this field should be guided by the basic principles of the final document of the first special session of the United Nations General Assembly devoted to disarmament, signed in 1978. These principles are of practical significance, especially because disarmament and arms control should be fair and balanced, and should be conducive to strengthening the security of each country.

The rising risk of non-State actors acquiring chemical and biological weapons to carry out terrorist acts and violent extremist activities is of great concern. The repeated use of chemical weapons by "Islamic State" militants in Syria and Iraq exemplifies such events. One way to deal with this threat is to improve the foundations of the relevant international law. Therefore, the drafting at the Conference on Disarmament in Geneva of a convention to prevent acts of chemical and biological terrorism has important practical significance.

The international community is accustomed to viewing "strategic stability" as a purely military concept in the field of nuclear weapons. This fails to reflect the breadth and multi-faceted nature of contemporary strategic issues. To achieve the goal of defending peace and security, the concept should be viewed from a wider and broader perspective in which strategic stability is taken as a condition of international relations, with the following main points:

- In the political field, all countries and groups of countries should abide by the purposes and principles of international law and the Charter of the United Nations with regard to the use of military force and coercive measures; respect the legitimate interests of all countries and peoples in the settlement of international and regional hotspot issues; and oppose interference in the political life of other countries.

- In the military field, all countries should maintain the their military capabilities at the minimum level required to ensure their national security; should refrain from taking any actions such as building up their militaries or establishing and expanding military-political alliances that might be seen by other members of the international community as a threat to their national security and force them to take countermeasures to restore the balance that had been undermined; and should resolve their differences through positive and constructive dialogue, thereby enhancing mutual trust and cooperation.

China and Russia call on all members of the international community to use these principles, aimed at consolidating world peace, security and stability, as the

basis for action, and are willing to strengthen dialogue, cooperation and exchanges with the international community on that basis.

President of the People's Republic of China
Xi Jinping

President of the Russian Federation
V.V. Putin

Beijing, 25 June 2016